

ON THE RIGHT TRACK



Partners of the project

CVO Leuven-Landen (Belgium) Lærdansk Odense (Denmark) School of Polish for Foreigners (Poland) Komvux Malmö Södervärn (Sweden)
Vali Zubeyir Kemelek Osmaniye (Turkey) CNAI (Spain)



CVO Leuven-Landen (Belgium)

We are an Adult Education Provider based in Flanders. Our institution consists of 2 campuses and provides both evening and daytime modular courses in languages (Dutch as a second language, Spanish, Italian, German, English and French), ICT, graphic design, accountancy. Many learners, mostly migrants, refugees and foreign students, learn Dutch as a second language. We offer language courses going from A1 to B2.



The School of Polish for Foreigners -

an educational institution, part of University of Łódź. Its main purpose is to prepare foreign students to study at Polish universities but also to provide different courses of Polish language for foreigners A1- C1 level. The School of Polish for Foreigners was established in 1952 in Łódź. It has educated people from over 80 countries in the world. Every year about 300 students graduate from SoPfF. During all the years of the school's activity, its employees have managed to create unique workbooks for foreigners willing to learn Polish language. The school prepares foreign students to undertake studies at many different fields of interest. Students take technical, medical, and economics courses, among others.

Lærdansk | Sprogcentre Lærdansk Odense

Lærdansk has more than 30 years experience in teaching Danish to foreigners. Their target groups are many and varied. From foreign students, labor migrants and au pair to immigrants from Third World countries and refugees. We also offer special courses in collaboration with municipalities and businesses related to integration and employment activities. Lærdansk is part of the Danish Refugee Council, which works for a better integration of foreigners in Denmark. According to the Danish Education Act, foreigners with residence permits in Denmark are entitled to 3 years of Danish classes free of charge.



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Centro Navarro de Autoaprendizaje de Idiomas

This is an official institution created by local authorities to develop and channel research into language learning approaches and their transfer to society at large. The institution works principally on teacher training, blended learning and immersion programs. We are currently working on a very important program which targets in-company language learning and dealing with how to make the enormous investment in training profitable.



Vali zubeyir kemelek rural and social development centre

This centre was built in the rural area of our city, Osmaniye. The main aim of the centre is to improve the life quality and standards of especially, women, kids, disabled and old people who need to be supported with positive attitude economically, socially, culturally and educationally. There are various courses in the centre, such as: literacy, English language, cookery, hairdressing, computer skills, rug weaving, point lace and embroidery.



Komvux
Malmö
Södervärn

Komvux Malmö Södervärn

Komvux Södervärn is an important part of the municipal adult education in Malmö with about 2450 students. The school provides municipal adult education at many different levels. They can offer, for example, both courses in Swedish for Immigrants and education corresponding to 9-year compulsory school and upper secondary school levels. Subjects: Swedish, Swedish as a Second Language, Mathematics, English, Social Studies, History, Basic Computers Skills, Home Economics and Religion.



Lærdansk | Sprogcentre



Centro Navarro de Autoaprendizaje de Idiomas
Autonomo institucion
Autodidactico aprendizaje



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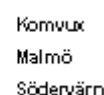


How it started

Most of our learners are migrants, political or economic, who have specific needs. A frequent problem shared by many learners is the conciliation between learning activities and other activities, as work; family ... This is why learners often don't finish courses. In order to avoid risk of unemployment and social exclusion, this target group needs special support. Learning the national language enables foreign learners to increase their chances of finding a suitable job, of becoming part of the local social network and to participate in the cultural life. In language education vulnerable learners deserve a personalized approach that will enable them to bypass obstacles such as discouragement, poor knowledge of the learning possibilities. Counseling the learners will increase their involvement in the learning process.

The roadmap: an instrument to help learners

All the institutions involved in this project are concerned in getting the learners on the right track. We want to create an instrument for the learners: a personalized, step-by-step method in which the learner will have frequent contacts with the mentor. It will help the learners to reflect on the learning process and make decisions suited to their own professional or social situation. On the other hand the education providers can respond better to the need of the learners by adapting the learning arrangements. The elaboration of the roadmap as a tool to establish a personalized learning path fulfills the needs experienced by our institutions. Foreign learners often come to the language courses with a bare notion of what they need or want to learn. If the offer doesn't live up to expectations, the learners tend to give up and feel discouraged. At this moment language providers are unable to react properly to this problem because of the lack of a methodic approach and a well-defined framework reorientation is now rather limited. Teachers, especially teachers teaching vulnerable groups, encounter these deficiencies in their everyday practice.



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In this newsletter we'll give you an idea of the work we've done during the first half of the project, what we learned and what we hope to achieve in the future.

Pamplona, September 2010: kick-off

In Pamplona the partners met for the first time since the contact seminar in Antalya. Every institution gave an introduction to the counseling system that already existed and, even more important, identified the personal needs for counseling. Very soon we discovered many partners had similar expectations about the roadmap. Before starting to work on the roadmap we had to know which counseling systems already existed. That is why we decided to make SWOT-analyses of the counseling systems used right now by the partner and/or by a neighbouring country.

Project meeting Malmö, March 2011

During this project meeting we presented the SWOT-analyses: after having analyzed the different methods and having determined the specific needs of our target group we talked about the roadmap as an instrument to establish an individual learning path for the learners. The draft of the roadmap contains elements from counseling systems out of each partner institution. When we got home, we felt we too were "on the right track". Every partner went home with many ideas to discuss. Learners were also able to get in touch and exchange views on counseling.

Comments from students

"All the meetings in Malmö helped us to understand as well the other students' situations and their ideas about moving to foreign countries, learning and living there."

Alexandra and Ömer

"I am very happy that I had the chance to be in this project and could spend some time with a lot of interesting people and also got to learn many new things about how the system for teaching the native language languages works in other countries."

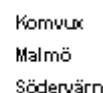
Julia

"The day before the meeting I had butterflies in my stomach and I couldn't sleep that night. When I met the other students I was a bit shy at first, but it didn't take long before I realized that I could communicate well with them and that my English was good enough."

Manal

"It was a very interesting project, because I've learned a lot of new things, which can be useful for me in the future. And I think that the main idea of all this was to show us how people from other countries can make their life better in foreign country and to my mind people who have organized this project coped with their task very well."

Antons Lipiniks



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SAMPLES OF COUNSELLING METHODS ANALYSIS

Description of counseling for foreigners in Poland

Counseling for foreigners is offered by several organizations and institutions and by their websites. Among them there are: a) National Board for Certifying Knowledge of Polish as a Foreign Language (it provides the most effective language counseling on how to prepare and how to pass national examinations in Polish as a foreign language via Internet and by printed model examination tests), b) several universities and private schools of Polish culture and language for foreigners, c) government centres for foreign students and for students of Polish origin and migrants, such as: Department of International Programmes and Recognition of Diploma (BUWiWM), Office for Foreigners and Repatriates; d) non-governmental organizations and national minorities' organizations, e) Polish and international commercial agencies for migrants and returning migrants.

The language schools, government offices for migrants and repatriates *have not yet developed a regular, effective and customer- friendly* guiding system. Some of the counseling methods may be regarded as *universal or global* - in case when they are directed at all foreigners living in Poland or at every learner of Polish as a foreign language. *Local* methods of advising are those which are applied by local language centres or migrant organizations. Other methods of counseling may be regarded as *face-to-face (direct) formal or informal counseling*, i.e. language advising provided by the staff (teachers and administrative workers) of language schools and by the would-be teachers of Polish as a foreign language. Quite often counseling proceeds as *face- to- face foreigner-to-foreigner advising*. Also, *interactive counseling* may be provided by experts *via the Internet* (by e-mails, chats or Internet forums). Currently, this form of searching and providing advice becomes commonly used. Also, counseling system is managed as part of European educational projects addressed to refugees and asylum-seekers.

Strengths and challenges in relation to guidance at Lærdansk|Odense

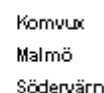
The school has 6 trained counselors with a lot of guidance experience. Due to continuously testing of the students we have a good knowledge of the language level of the students – their forces and their needs.

Furthermore we have a great variety of flexible offers to address the needs of the students.

We have a lot of students and the continuous incorporation of new students and the group instability due to student changes might cause troubles concerning the guidance. In addition come uneven workload and extensive visitation and testing activities.

To improve our guidance activities we could offer standard office and telephone hours to increase visibility and accessibility and increase the information on our guidance opportunities (maybe on-line guidance would be a possibility).

In the future we unfortunately will be facing decreasing resources and persistent requirement for efficiency due to the local outsourcing policy.



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Turkey, Guidance and Counseling :

Guidance and counseling services are provided to the participants attending a course in the institutions providing education. Special Education' support services for adults, except for students, are provided through Provincial and Sub-Provincial Guidance and Research Centers (Rehberlik ve Araştırma Merkezleri -RAM) and guidance and psychological counseling services. These services especially make surveys about the problems and the methods that are used at the phase of training. They sometimes have face to face interviews with the trainees to counsel and guide.

In general, no institutionalized guidance and counseling services are provided for any groups for any specific purposes. Most of the time, the administration or trainers try to solve the matters personally or guiding the trainees to Provincial and Sub-Provincial Guidance and Research Centers

Greece, Guidance and Counseling :

Career advisers operate in all Second Chance Schools (SDE). Counseling support is offered at group, as well as at individual level, and aims to trace the needs of trainees as regards skills that are necessary to the pursuit or retention of a work position, and help secure their integration into the labor market.

The guidance services handle information regarding supply and demand, and monitor trends in the labor market.

They also inform interested parties on offered opportunities for continuing education and training.

Comments from students

"Thanks to the project we could share our experiences about adapting in a new country, talk about support we got there and compare it with other countries."

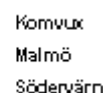
Agnieszka Komorkiewicz

"At the guidance center, I took part in a mock guidance to find the best school. In the SFI classroom, I interviewed a student on what he thought about the education there. These activities were very interesting. I also had a lot of opportunities to talk to other students. I've got more motivated to learn foreign languages."

Yukiko Kobayashi

"On the right track" is the name of this program I think after what we did in Malmö, all the information we shared - definitely we are on the right way!"

Lorenz Houedenou



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A summary of the students' opinions about guidance

- It's important to have friends and contacts when you come to a new country. That's the best way to get information and help.
- It's important to have a clear idea about your goals before you ask for guidance. It's a waste of time to go there unprepared.
- In Sweden and Denmark the students got personal guidance, but it was focused on their language skills.
- Both in Sweden and Denmark the society puts too much emphasis on the language skills. If you don't know the language like a native you are considered a second class citizen, no matter how much education you have.
- In Belgium it is important to learn two new languages before you enter the labour market.
- Often your education isn't worth anything when you come to a new country. It takes a long time to evaluate, for example 6 month to evaluate in Denmark for a Polish student.
- In Turkey no formal guidance is available. In this particular school they try to seize everyone's talent. More and more people come to school since they have been informed word of mouth.
- The role of the teachers is important. It's very important not to be treated as a child but as an adult with knowledge and experiences in your luggage.
- It's important to get to know about the culture at the same time as the language.

Next?

We'll meet again in Odense, September 2011. That's also the start of the pilot implementation of the roadmap. From September on the roadmap will be part of partner's standard offering. We'll have to find out what works and what doesn't. Learners will strongly be encouraged to share their experiences with this new instrument. Experiences, reactions and thoughts about the implementation of the roadmap will be discussed during the project meeting in Turkey in March 2012. In June 2012 we'll organize an international workshop in Brussels where learners and teachers can discuss their experiences with the roadmap.

To follow our progress and find more details go to:

<http://therighttrack.wikispaces.com/home>

